

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Dr. Richard King  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Jeannette McKee Elementary School  
(As it should appear in the official records)

School Mailing Address 1000 Lowry Avenue  
(If address is P.O. Box, also include street address)

Jeannette PA 15644-0418

City State Zip Code+4 (9 digits total)

County Westmoreland State School Code Number\* 7405

Telephone ( 724 ) 523-6522 Fax ( 724 ) 523-6792

Website/URL [www.jeannette.k12.pa.us](http://www.jeannette.k12.pa.us) E-mail [rwking@wiu.k12.pa.us](mailto:rwking@wiu.k12.pa.us)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Vincent R. Aiello  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jeannette City School District Tel. ( 724 ) 523-5497

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Joseph Yorio  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       1   Elementary schools  
      1   Middle schools  
    \_\_\_\_\_ Junior high schools  
      1   High schools  
    \_\_\_\_\_ Other  
      3   TOTAL
2. District Per Pupil Expenditure:      \$5,317
- Average State Per Pupil Expenditure:      \$6,143

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural
4.   8   Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			N/A
K	48	51	99	8			N/A
1	46	45	91	9			N/A
2	39	39	78	10			N/A
3	48	46	94	11			N/A
4	60	52	112	12			N/A
5	66	43	109	Other			N/A
6			N/A				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							583

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>79</u>         | % White                          |
| <u>19</u>         | % Black or African American      |
| <u>1</u>          | % Hispanic or Latino             |
| <u>1</u>          | % Asian/Pacific Islander         |
| <u>          </u> | % American Indian/Alaskan Native |
| <b>100%</b>       | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 15 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	49
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	48
(3)	Total of all transferred students [sum of rows (1) and (2)]	97
(4)	Total number of students in the school as of October 1	651
(5)	Total transferred students in row (3) divided by total students in row (4)	.1490
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: English
9. Students eligible for free/reduced-priced meals: 57 %  
 Total number students who qualify: 334

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %  
89 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  3  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 24 </u> Specific Learning Disability
<u>  1 </u> Emotional Disturbance	<u> 50 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>  1 </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u> 10 </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  2  </u>	<u>    </u>
Classroom teachers	<u> 29 </u>	<u>    </u>
Special resource teachers/specialists	<u>  3  </u>	<u>    </u>
Paraprofessionals	<u>  3  </u>	<u>    </u>
Support staff	<u>  6  </u>	<u>  9  </u>
Total number	<u> 43 </u>	<u>  9  </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	93%	94%	93%	93%	94%
Daily teacher attendance	95%	96%	96%	95%	96%
Teacher turnover rate	2%	9%	2%	4%	4%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

## PART III - SUMMARY

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The sun slowly climbs over the Laurel Highlands and settles in the Western Pennsylvania foothills on a cool Thursday morning in May. Throughout the surrounding area school districts students are preparing for the last few school days leading up to the Memorial Day weekend. The exception to this scenario is the approximately 600 Kindergarten through Fifth Grade students who attend the Jeannette McKee Elementary School; the single elementary school of the Jeannette City School District, in Jeannette, Pennsylvania. These students are gathering beside City Hall to line up for the District's unique Kennywood Day Picnic Parade. They will march just as their older brothers and sisters, parents, aunts, uncles and grandparents, and even great-parents have done for decades. As the students join their homeroom teachers and prepare for the trek down Clay Avenue, their families begin to assemble, elbow to elbow, cameras and camcorders at the ready, craning their necks for the first glimpse of their children. Business people employed in nearby metropolitan areas like Greensburg and Pittsburgh, health care workers from Jeannette's two hospitals, restaurant workers from the town's numerous eateries, factory workers from the mills and more, have taken at least part of the day off to join in the tradition of watching the flag-waving, jubilant tide of children stream down the main street of Jeannette. Although Jeannette is a diverse community, racially, financially, academically and in terms of family structures, the enthusiasm of the crowd reveals that these people share common pride in their families, their school district, their community and especially their children. They all share a common vision to see their children get a good start to their education. The "Jeannette McKee Elementary School Vision Statement" reflects its community's resolve:

"The Jeannette McKee Elementary School, in collaboration with the home and community, strives to provide a safe, secure educational environment where all students have the opportunity to learn. Our primary mission is to ensure that all students build a foundation for life long learning enabling them to reach their highest potential."

This commitment to learning is woven into every lesson plan and is implicit in every school day's routine. The Jeannette McKee Elementary School has established a curriculum that adheres faithfully to the State of Pennsylvania's rigorous *Academic Standards*. Curriculum maps in each content area outline monthly progress towards achieving learning goals in Math, Language Arts, Science, Social Studies, Physical Education, Art and Music. Painstaking care has been taken to identify and provide resources which afford our students the best possible learning opportunities. Through partnerships and grants, our small District has been able to provide our professional staff a rich and varied professional development experience. Technology training helps us collect and analyze student assessment data informing important instructional decisions for each student at every grade level. Administrative and teacher training through the *Math Science Partnership*, *K-3 Reading Academy*, and the *Reading Apprenticeship* programs provides our educational staff the knowledge base to extend their instructional skills and apply research-based practices into their educational repertoire. As a *Title I School-wide Project*, the school combines its Federal resources not only to support professional development and teaching, but to maintain an *Elementary Student Assistance Program* based on the collaboration of parents, regular education teachers, reading specialists, learning support teachers, a school psychologist, a community liaison, guidance counselor, student assistance teacher and administrators. The goal of this effort is the academic and behavioral support for those most at risk for becoming learning casualties.

The town is proud of its heritage and the services of its respected elementary school.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Jeannette McKee Elementary School employs a number of local assessment instruments to measure student achievement in Reading and Math. However, for students in Third, Fourth and Fifth Grade, the most prominent device is the assessment designed and distributed by the Pennsylvania Department of Education (*PDE*) called the Pennsylvania System of School Assessment, or *PSSA*. Administered once per year in the spring, this assessment measures how well students have achieved in reading and mathematics relative to Pennsylvania's State Academic Standards. The *PSSA* assesses and classifies student performance according to four different performance levels, *Below Basic*, *Basic*, *Proficient* and *Advanced*. "*Below Basic*" indicates inadequate academic performance. "*Basic*" indicates marginal academic performance. The Performance levels that students are expected to achieve are categorized as "*Proficient*" and "*Advanced*". *Proficient* levels indicate satisfactory academic performance or a solid understanding and adequate display of the skills included in Pennsylvania's Academic Standards. The *Advanced* level indicates a superior academic performance or an in-depth understanding and exemplary display of skills included in those same Standards.

The *PSSA* is also the instrument used to determine the degree to which school districts are achieving "Adequate Yearly Progress (*AYP*)", as required by the Federal, No Child Left Behind (*NCLB*) Act. In order to demonstrate *AYP*, schools must reach certain targets. These are defined as the percentage of students who achieve at the "*Proficient*" or "*Advanced*" performance levels in Reading and Math. The *AYP* targets for the 2002-2003 school year were 35% *Proficient* or *Advanced* in Math and 45% *Proficient* or *Advanced* in Reading. The targets for 2003-2004 remained the same. For the 2004-2005, school year the target levels were increased to 45% in Math and 54% in Reading. The Pennsylvania Department of Education maintains two web sites, [www.pde.state.pa.us](http://www.pde.state.pa.us) and [www.paayp.com](http://www.paayp.com). Both provide quick access to *AYP* data for our schools.

For the last three years, the Fifth Graders of Jeannette McKee Elementary School have exceeded *PDE* targets. Each different sub-group of students, those who were economically disadvantaged, black students and white students exceeded the State's *AYP* targets.

Not only have Jeannette McKee's Fifth Graders answered the challenge set forth by the Pennsylvania Department of Education, they have also exceeded the performance levels established by the previous year's Fifth Graders in Math and Reading.

On the Math portion of the *PSSA*, since the 2001-2002 school year, we have gone from having 46% *Proficient* or *Advanced* scores to 75% *Proficient* or *Advanced*. During the same time period scores of our economically disadvantaged students have improved from 35% to 69% *Proficient* and *Advanced*. The percentage of White students who have scored *Proficient* or *Advanced* improved from 47% to 76%. Even more notable, the percentage of Black students who are achieving at this level in Math has improved from 20% in 2002, to 77% in 2005.

Similar gains have been noted in Reading. During the past four years, the percentage of our Fifth Graders who were *Proficient* or *Advanced*, jumped from 48% to 71%. For Economically Disadvantaged students, the percentage increased from 35% to 58%. For White students, the percentage improved from 52% to 72%. Most impressive gains were made by Black students, whose percentage escalated from 10% in 2002, to 72% in 2005.

Finally in 2002, none of our IEP students were *Proficient* or *Advanced* in Math. In 2005, 21% were. In 2002, only 7% were *Proficient* or *Advanced* in Reading, compared to 29% in 2005. Although this population was too small to incorporate into *AYP* summary for the building their tendency toward improvement is a welcome sign of progress.

## 2. Using Assessment Results:

The Pennsylvania Department of Education reports the results of the *PSSA* to school districts in the summer or early fall of the school year. These reports include not only the percentage of students who achieved at each performance level, but also provide a profile on how students performed on each of the Pennsylvania Academic Standards assessed. This profile is shared with the entire Elementary staff. We share a common belief that achievement of the Academic Standards is dependent upon successful learning at all grade levels. Exploration of assessment data is used to inform instructional decisions. Based on these profiles, school-wide and grade level plans are developed to focus on areas of need. In the past, these profiles have prompted us to place greater instructional focus upon learning within PA Reading Standard 1.1, *Learning to Read Independently*, and Standard 1.3, Reading, *Analyzing and Interpreting Literature*. Analyzing assessment data influenced our decision to provide our students with more practice in PA Math Standard 2.5, *Mathematical Problem Solving and Communication*. As these school-wide and grade level plans are developed collaborative decisions are made regarding the piloting and purchasing of additional instructional resources and the deployment of our instructional specialists in support of these plans. In addition, teacher in-service activities are planned according to the needs revealed through the profile. These needs have included curriculum mapping to review and revise our curriculum to conform to the Pennsylvania Academic Standards.

In addition to the school-wide profile, the *PDE* provides teachers and parents with individual student profiles of student performance. These individual profiles not only provide information on the student's level of performance overall, but also reveal the student's strengths and weaknesses. The parent reports also provide suggestions on activities that can be done at home to improve performance. Grade level teams meet with administrators and Title I specialists after reviewing their students' individual reports.

Annually classroom teachers, instructional specialists, parents and administrators meet to discuss and plan responses to student needs through the District's *Title I School-wide Plan*.

## 3. Communicating Assessment Results:

Assessment results are communicated to the public in a variety of ways. The Pennsylvania Department of Education supplies local newspapers with the *PSSA* results for school districts within that area. In addition, *PSSA* results are presented at monthly public School Board meetings. *PSSA* results are also presented at a monthly meeting of the Jeannette McKee PTO. During these presentations, parents learn how well students did in Reading and Math compared to the year before and compared to the results of students throughout Pennsylvania. They also are informed of the school's strengths and weaknesses along with information on plans to strengthen weak areas. Grade level, school and school district information on *PSSA* performance is also available through the school district web site, [www.jeannette.k12.pa.us](http://www.jeannette.k12.pa.us). Here, parents can access the annual school "report card". The school "report card" provides specific school performance information and a link to [www.paayp.com](http://www.paayp.com) to review state results for the school district.

Parents also receive an individual student report on their child's performance. This report provides the parents with their child's scores and performance levels in Math and Reading. It also provides parents with detailed information on their child's performance on each of the Pennsylvania Academic Standards categories assessed by the *PSSA*. Also included in this report are suggestions for activities that parents can plan with their children at home to promote academic achievement. For additional ideas and activities to help their children, parents are referred to the Grow Network website at [www.PAgrow.com](http://www.PAgrow.com).

Parents also have an opportunity to discuss their child's *PSSA* performance with his or her teacher during Parent-Teacher Conferences. These are held at the end of the first and second Quarters. During these conferences parents and teachers discuss student performance on the *PSSA* and other school district



assessments. Parents and teachers share their perspectives on the child's progress, and develop plans to implement in school and at home to promote student success.

#### **4. Sharing Success:**

Jeannette McKee Elementary School teachers and administrators participate in a variety of workshops and in-service programs sponsored by the Westmoreland Intermediate Unit and the Pennsylvania Technical Training and Assistance Network. These workshops are frequently related to areas that our school district is actively addressing, such as innovative instruction in Math, Reading and Science, curriculum development, analysis and application of student data and technology. During these workshops, our educators have an opportunity to share experiences and ideas related to these issues. In addition, the Jeannette City School District is a member of the Westmoreland Intermediate Unit Curriculum Council. During these monthly meetings, district administrators from throughout Westmoreland County have the opportunity to share concerns and solutions regarding education policy and practice.

In addition to these opportunities, Jeannette McKee Elementary School had a unique opportunity to share the success of its reading program on a statewide level when we were asked to be a presenter at the 2004 Pennsylvania State School Board Association Conference, held in Hershey, PA. One feature of the conference was the presentation of a variety of innovative educational programs from a wide range of school districts within Pennsylvania. These were from districts that promoted community involvement and enlisted community resources to encourage learning among their students. As presenters at this conference, we were able to share statewide, a program which we implemented to bring together parents, teachers and members of the community to encourage independent reading among our students. An article regarding our presentation was included in the December, 2004, issue of the newsletter of the Pennsylvania State Education Association. This unique opportunity provided us a statewide forum for sharing some of our student successes.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Jeannette McKee Elementary School adheres to the Pennsylvania State Academic Standards. The district endeavors to provide a curriculum that encompasses these state standards.

Each grade level has two to two and one half hours scheduled for Language Arts. Our school uses the *Scott Foresman 2000* Reading Series as the basic resource for instruction. The series integrates the four basic Language Arts skills: reading, writing, spelling and grammar. It also provides resources to address decoding and word recognition, strategies for fluency and understanding, enhancing understanding and learning from text, literature appreciation and application of knowledge.

In addition, our teachers have received extensive training in the use of University of Oregon's Dynamic Indicators of Basic Early Literacy Skills (*DIBELS*). This research-based assessment system provides teachers with the capacity to assess and provide further instruction for students in the five essential elements of reading: phonemic awareness, alphabetic principle (phonics), fluency with text, vocabulary and comprehension. These essential elements are also reinforced in the instruction of content areas such as Science, Health and Social Studies, as students are instructed in how to approach the reading of informational text. In a similar way, the skills that students develop during writing class are included in the rubric for writing assignments in the content areas. In this way, the Elementary Language Arts curriculum serves as a cohesive component for the teaching of reading and writing across our curriculum areas.

Focus upon math improvement has been a key issue of strategic planning within our school district. Much effort has been devoted to applying the PA Math Standards in our day-to-day math instruction. Committees of teachers have reorganized our math curriculum within the confines of the PA Math Framework. In addition the school district has become a member of the Math Science Partnership. This federally sponsored Title II grant teams local school districts with universities, Allegheny Intermediate Unit 3 and the National Science Foundation. This teaming allows our teachers and administrators to be trained in inquiry based math instruction. Through this method, mathematics instruction is perceived not so much a matter of imparting rules and correcting worksheets, but one of supporting students' efforts to think about Mathematical ideas.

Our Social Studies curriculum is aligned with the Pennsylvania State Academic Standards combining Geography, History, Economics and Sociology. Our Social Studies Curriculum helps students acquire the knowledge and skills needed to analyze the interaction of cultural, economic, geographic, political and social relations. A variety of resources, including a textbook, web-based and teacher-made materials are used for instruction.

Our school recently adopted an inquiry based approach to Science instruction. This has been facilitated through the acquisition of Science and Technology for Children (*STC*) Kits. The object of using these kits is to make science interesting, relevant and challenging for all students. Interactions with these kits contribute to children's conceptual understanding of our world. This helps children develop scientific-reasoning and problem solving skills. These skills will foster the development of scientific attitudes, such as curiosity, respect for evidence, flexibility and sensitivity to living things among students.

Students also receive 40 minutes each of Art, Music, Physical Education, Library and Computer instruction. In the areas of Music and Visual Arts, students are provided with opportunities to observe, reflect, analyze and engage in both the arts of their culture and the cultures of others. Students are encouraged to actively participate in the creation of artwork, singing, dancing and the playing of musical instruments.

Each of these content areas is aligned to the state standards through grade level curriculum maps. These present a month-by-month description of educational activities and assessments that promote proficiency among our students.

## **2. Reading Elementary School**

Adhering to the Pennsylvania State Academic Standards for Reading, Writing, Speaking and Listening, Jeannette McKee Elementary School employs a multifaceted approach to reading instruction. Reading is integrated within writing, grammar, spelling, speaking and listening as part of our Language Arts Program. These areas are stressed in response to assessments that indicated that our students were struggling to effectively respond to what they read in a well structured, coherent manner. In 2001, the *Scott Foresman 2000* Reading Series was selected. It provides a research-based, integrated approach to Language Arts instruction.

During the school year, a six week schedule of unified assessments is maintained. Classroom teachers use a combination of unit skills and benchmark assessments to determine student proficiency. Results are warehoused on the district's shared drive of its computer network. Administrative overview and grade level team meetings allow for the analysis of this important local data.

Our teachers use the technological features of *DIBELS* to help analyze data to yield meaningful and measurable individual student progress information. The *DIBELS* program was adopted in response to concerns about students who, in spite of a variety of classroom interventions, were not proficient in reading.

In response to teacher concerns regarding reading comprehension in content areas, teacher leaders were trained in the *Reading Apprenticeship* program. As consultants they now mentor our elementary staff. They provide them information and feedback relative to the research proven effective strategies inherent to the program. These strategies will enable teachers to provide activities that encourage students to engage text without assistance, purposely encouraging independence and extending understanding.

## **3. Mathematics:**

Jeannette McKee Elementary School recently adopted a new Science Education program. The adoption followed a pilot test of two programs. One approach offered a traditional textbook with occasional student experiments and activities added to each unit. The second approach offered a variety of inquiry based classroom science kits. These afforded the students opportunities to participate in a wide range of developmentally appropriate science activities that covered four broad topic areas: life, earth and physical sciences and technological design. The teachers involved unanimously selected the latter. The kits are produced by *STC* (Science and Technology for Children). In addition to supporting the Pennsylvania State Academic Standards, the *STC* science kit activities engage students in a way that stimulates their curiosity and motivates their efforts. Students work in small groups or pairs, exploring science concepts and phenomena firsthand. They reflect upon their observations, sharing those observations with classmates and applying their learning to new situations. Students are required to apply their math and language arts skills as they record their observations and prepare presentations for their classmates. PowerPoint presentations and parental invitations to attend class presentations are some unique ways our students have learned to demonstrate their knowledge and achievements. In addition to academic achievement, gains are also being made in social areas. As they work together on their projects, students learn how to cooperate. They respectfully discuss different ideas and learn how to share responsibilities. This is accomplished within a context of an inclusive group setting that includes students with different backgrounds, different perspectives and different learning abilities and readily promotes the ideals of tolerance.

Given the complex combination of academic and social knowledge and skills that were promoted, it is clear that our new science program serves as a foundation for lifelong learning and is sharing the success demonstrated within our Reading and Math classes.

#### **4. Instructional Methods:**

At Jeannette McKee Elementary School, improving student learning begins with the collection and analysis of student performance data. We have adopted a variety of research-based programs to generate data on student performance. In Reading, the Dynamic Indicators of Basic Early Literacy System (*DIBELS*), the Developmental Reading Assessment (*DRA*), in addition to the assessments provided by the Scott Foresman Reading Series, are used to provide teachers with data on students' strengths and weaknesses. These programs not only reveal skills that need more intensive instruction, but also provide recommendations on those interventions that address the needs.

Additionally math assessments are provided by the Scott Foresman text. Student math skills are also assessed through a comprehensive math assessment which is administered at the beginning of the year, mid-year and end of the year. This assessment provides teachers with data related to student performance on each of the Pennsylvania Academic Standards in Math.

Teachers apply this data as they plan and implement their lessons and learning activities. Differentiated instruction is employed, with students working on skills in small, flexible groups. As a *Title I Schoolwide* Project, we deploy our Title I Reading and Math Specialists to classrooms in a variety of roles. They work with small groups, team teach, or monitor struggling students. Teachers and specialists monitor student response to classroom interventions to determine if a further adjustment is needed.

Jeannette McKee Elementary School also has an Elementary Student Assistance Program (ESAP) to provide additional support for those students who fail to achieve in spite of interventions implemented in the classroom. Through the ESAP, assessments provide additional information on student needs. Teachers, parents, educational specialists, community mental health care professionals and administrators collaborate to review those needs and develop plans to address those needs and improve learning.

#### **5. Professional Development:**

The Jeannette City School District uses a diverse approach to meet the on-going professional development needs of its elementary staff. Surveys, on-line training, outside and site based consultants, mentoring, partnerships, in-district collaboratives, in-service days and train-the-trainer model are all part of its sustained approach. This training process continues throughout the school year as grade level teams and administrators hold monthly meetings to discuss implementation strategies and how well the needs of students are being addressed.

The need to improve student reading achievement is a major focus. The adoption of a new reading textbook, the incorporation of *DIBELS* to coordinate and monitor the development of the five essential elements of reading among each of our students, the use the Developmental Reading Assessment (*DRA*) to encourage and track reading comprehension skills and the presentation of the *Reading Apprenticeship* Program to improve reading comprehension skills in content area classes are some of our training initiatives. Equally important, in an effort to improve math achievement, the school district adopted a new math series. Under the direction of its Administrative Math Director, teams of elementary teachers rewrote the elementary math curriculum within the format of Pennsylvania's Math Framework. The school district's math teachers and administrators participate in the *Lenses on Learning* Math Instruction training sponsored by the *Math-Science Partnership*. As we adopt a new inquiry-based science program, teachers are trained in the use of the Science and Technology Science kits through the area's *ScienceWise* Project. As in Math, curricular changes and standards incorporation are reflected in teacher prepared curriculum maps.

These professional developmental initiatives advance our ongoing campaign to enhance our capacity to meet the diverse needs of our students through effective practice. They provide the

professional staff with further insights into how to discern students' needs and develop instructional interventions to meet those needs.

## **PART VII - ASSESSMENT RESULTS**

City of Jeannette School District  
Jeannette McKee Elementary School  
Jeannette, PA

Subject: Math

Grade: 5

Test: Pennsylvania System of School Assessment

	2004-2005	2003-2004	2002-2003	2001-2002
Month Administered	April	April	April	April
<b>Overall Results</b>				
% Advanced	46%	56%	27%	20%
% Proficient or Advanced	74%	74%	61%	46%
Number of Students Tested	105	103	115	131
% of total taking test	100%	99%	98%	99%
<b>Subgroup Results</b>				
1. Economically Disadvantaged				
% Advanced	36%	44%	12%	8%
% Proficient or Advanced	66%	70%	51%	35%
Number of Students Tested	67	54	56	73
2. Black, Not Hispanic				
% Advanced	52%	41%	12%	0%
% Proficient or Advanced	74%	68%	46%	20%
Number of Students Tested	22	20	17	26
3. White, Not Hispanic				
% Advanced	45%	61%	30%	22%
% Proficient or Advanced	75%	77%	63%	47%
Number of Students Tested	82	81	96	103
4. Students with IEP's				
% Advanced	20%	**	**	0%
% Proficient or Advanced	20%	**	**	0%
Number or Students Tested	14	Less than 10	Less than 10	16
5. Males				
% Advanced	41%	58%	27%	19%
% Proficient or Advanced	68%	80%	58%	41%
Number of Students Tested	61	54	52	67
6. Females				
% Advanced	54%	53%	27%	20%
% Proficient or Advanced	83%	67%	63%	50%
Number of Students Tested	44	49	63	63

\*\* Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, PSSA data are only printed when the total number of students in a table is at least 10. For the four years presented in this chart, there were less than 10 students in the following groups: Latino/Hispanic, Asian, Native American, Multiracial, LEP, and Migrant.

City of Jeannette School District  
Jeannette McKee Elementary School  
Jeannette, Pa.

Subject: Reading

Grade: 5

Test: Pennsylvania System of School Assessment

	2004-2005	2003-2004	2002-2003	2001-2002
Month Administered	April	April	April	April
<b>Overall Results</b>				
% Advanced	20%	41%	30%	14%
% Proficient or Advanced	71%	66%	65%	62%
Number of Students Tested	105	103	115	130
% of total students tested	100%	99%	98%	99%
<b>Subgroup Results</b>				
1. Economically Disadvantaged				
% Advanced	9%	30%	21%	4%
% Proficient or Advanced	58%	60%	60%	35%
Number of Students Tested	67	54	56	73
2. Black, Not Hispanic				
% Advanced	13%	36%	23%	0%
% Proficient or Advanced	70%	54%	52%	10%
Number of Students Tested	22	20	17	26
3. White, Not Hispanic				
% Advanced	22%	43%	32%	13%
% Proficient or Advanced	72%	71%	67%	53%
Number of Students Tested	82	81	96	103
4. Students with IEP's				
% Advanced	13%	**	**	0
% Proficient or Advanced	26%	**	**	7%
Number or Students Tested	14	Less than 10	Less than 10	16
5. Males				
% Advanced	17%	40%	23%	10%
% Proficient or Advanced	67%	65%	54%	40%
Number of Students Tested	61	54	52	67
6. Females				
% Advanced	23%	41%	36%	11%
% Proficient or Advanced	75%	67%	74%	55%
Number of Students Tested	44	49	63	63

\*\* Indicates fewer than 10 students in a group. To provide meaningful results and to protect the privacy of individual students, PSSA data are only printed when the total number of students in a table is at least 10. For the four years presented in this chart, there were less than 10 students in the following groups: Latino/Hispanic, Asian, Native American, Multiracial, LEP, and Migrant.